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ABSTRACT

College enrollments and degree attainment of minorities are reported, along with the role of minority institutions in the education of black students, the retention of high school and college minority students, and academic employment of minority Ph.D.s. In addition, the problem of using data that aggregate all minority groups is discussed. Highlights include: (1) minority groups are younger than the white population with an average median age of 24.9 compared to 31.3 for whites; (2) Blacks, Hispanics, and Native Americans continue to be underrepresented in four-year colleges; (3) blacks experienced proportional enrollment declines at all postsecondary levels, though they have registered slight increases in absolute numbers since 1976; (4) blacks experienced losses in proportional share of degrees earned at every level between 1976 and 1981; (5) black men registered significant decreases in degrees received at all levels; (6) Hispanics leveled off in proportional shares of bachelor's and doctoral degrees, but declined in master's degrees; (7) while increased numbers of Hispanics and blacks graduated from high school, the percentage of both groups enrolling in college declined; and (8) Asian Americans had increased college enrollments and degrees. (SW)

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ACE Annual Meeting
Denver, Colorado

THIRD ANNUAL STATUS REPORT
1984

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Acknowledgments

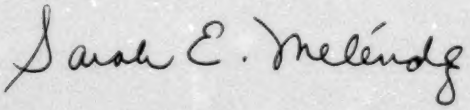
The Office of Minority Concerns (OMC) of the American Council on Education is pleased to issue this third annual report on the status of minorities in higher education.

We hope that it will be useful to readers who work to improve opportunities for minorities. Your comments and suggestions for future issues will be appreciated.

We wish to acknowledge the fine work of David Birdsell, principal researcher and writer of the report.

This publication was made possible by grants from the Fund for the Improvement of Postsecondary Education and the National Advisory Committee on Minority and Disadvantaged Students in Postsecondary Education.

Reginald Wilson
Director



Sarah E Meléndez
Associate Director

Executive Summary

We believe the following items from the third annual status report on Minorities in Higher Education merit highlighting:

1. Minority groups are all younger than the white population with an average median age of 24.9 compared to 31.3 for whites. Therefore, the college age cohort for minority groups will increase at a time of decline for whites.
2. Blacks, Hispanics, and Native Americans continue to be underrepresented in enrollments in four-year institutions.
3. Blacks experienced proportional enrollment declines at all postsecondary levels, though they have registered slight increases in absolute numbers since 1976.
4. Blacks experienced losses in proportional share of degrees earned at every level between 1976 and 1981.
5. Black men registered significant decreases in degrees received at all levels.
6. Hispanics leveled off in proportional shares of bachelor's and doctoral degrees, but declined in master's degrees.
7. Hispanics and blacks experienced increases in the number of high school graduates from 1975 to 1980, but the percentage of high school graduates enrolling in college for both groups declined.
8. Asian Americans registered gains in enrollments and degrees earned at all levels.
9. Minorities accounted for only eight percent of the total science and engineering doctorates employed in academia, and five percent of doctorates in the humanities, a continuing, serious underrepresentation for all except Asian Americans.
10. Nonresident aliens received more doctoral degrees than the total minority students in all fields except psychology, the humanities, and education. In the physical sciences aliens received degrees at the rate of almost 3 to 1 over U.S. minorities.

Minority participation in higher education continues to level off and, for some groups, to decline seriously. Improved data collection, with greater disaggregation to reflect differences within and between the various minority groups, is needed to develope appropriate educational policies. In addition, the continuing dialog on excellence must include a serious consideration of the issues of equity and continued access for America's minority groups.

STATUS REPORT:

MINORITIES IN HIGHER EDUCATION:

Purpose of the Report

This is the third annual status report on minorities in higher education issued by the American Council on Education's Office of Minority Concerns. The second edition called attention to serious problems of minority enrollment and retention at all levels of education.[1] Unfortunately, there is no evidence that conditions have improved since then.

This report confirms the trends identified in the last report indicating a leveling off in minority participation in higher education. In addition, it highlights some of the problems inherent in using aggregate data and then attempting to draw general conclusions for different minority groups.

The Office of Minority Concerns strongly recommends that the nation's educators recommit themselves to providing a quality education for all citizens, and that such recommitment be guided by a better understanding of the diverse needs of America's distinct minority groups.

The first part of the report presents data on college enrollments and degrees conferred. The second section discusses the role of minority institutions in the education of black students. The third section examines retention data of minority students at the high school and college level. Data indicating the rate of participation as faculty and in administration of minority doctoral holders follows. Finally, the problem of using data that aggregates all minority groups is discussed.

The 1984 status report was designed as a review of the published information on minorities in higher education, not as a unique analysis of any one of the available education statistics data bases. The information presented in the report has been selected from many sources. We have cited both source and data base where such information was provided. Readers with questions about methodology should refer to the explanations of sampling and processing provided in the original reports.

Although the areas investigated by several studies overlap, frequently the results differ substantially. Some of these differences can be explained by sampling error, others are implicit in assumptions made by the survey groups. For example, the College Entrance Examination Board (CEEB) report on college-bound seniors, a study that samples only students who take one of the CEEB standardized admissions tests, divides its report of family income at levels different from those used by the U.S. Census Bureau, which provides income information on the general population. Anyone wishing to make a detailed comparison between income levels reported by the test-takers and those reported by the population at large would need to go back to the original data tapes from both organizations, and produce a new set of complementary tables. Even if the tables were compatible with respect to the increments of income presented, users would have to account for the different sources of the data. The CEEB information is generated from student estimates of family income; the Census information is more often provided by a head-of-household or spouse. Thus the same family's income may be reported differently in the two studies.

Most of the organizations that conduct surveys are generous in sharing their data with researchers interested in exploring areas not covered in published tables extracted from those tapes. While this is unquestionably a valuable service, many educational policy agencies lack the time, money, and expertise required for reanalysis of the data tapes. One goal of this report is to identify topics not now covered in the published literature on higher education in order to increase the resources available to American educators and researchers.

Enrollment and Degrees Conferred

Since 1978, minority enrollments have leveled overall showing only modest gains against population share. Between 1976 and 1978, minority enrollments increased from 15.4 percent to 16.6 percent of all students at two and four-year colleges (See Table 1), even though the absolute number of white students increased somewhat in both areas.

Hispanics, who represented 7.5 percent of the 18 to 24-year old cohort (See Table 2), represented 5.7 percent of those enrolled in two-year institutions, 2.9 percent of those in four-year institutions, and 3.9 percent of all postsecondary enrollments; slight increases, but a continuing serious underrepresentation.

Asian-Americans, on the other hand, represented 1.5 percent of the 18 to 24-year-old population and 2.4 percent of the total college population: 2.1 percent in two-year institutions, and 2.8 percent in four-year institutions.

Both Hispanics and Asians showed gains in college enrollments, but Asians had higher gains. Blacks, however, experienced enrollment decreases in both two- and four-year institutions. Blacks represented 13.0 percent of the 18 to 24-year-old population in 1980, but only 9.2 percent of the college population (10.4 percent in two-year institutions, and 8.4 percent in four-year institutions).

Obviously, the legislation of the sixties and seventies, designed to provide equal access, has not worked equally well for all minority groups. Native Americans, with a 0.7 percent share of all higher education enrollments, are represented at about the same rate as their overall population share of 0.6 percent. They are, however, disproportionately represented in the two-year institutions, with 1.0 percent of total enrollments.

Table 1
Trends in Total Enrollment in Institutions of Higher Education, by Level of Institution and Race/Ethnicity: Fall 1976 to Fall 1982

Race/Ethnicity and citizenship	Number Enrolled 76	78	80	82	% Enrolled 76	78	80	82
4-year institutions	7,090	7,187	7,548	7,629	100.0	100.0	100.0	100.0
White, non-Hispanic	5,984	6,013	6,259	6,289	84.4	83.7	82.9	82.4
Total Minority	930	973	1,048	1,070	13.1	13.5	13.9	14.0
Black, non-Hispanic	603	611	633	611	8.5	8.5	8.4	8.0
Hispanic	173	190	216	228	2.4	2.6	2.9	3.0
Asian or Pacific Islander	118	137	162	193	1.7	1.9	2.1	2.5
American Indian/ Alaskan Native	35	35	37	38	.5	.5	.5	.5
Non-resident alien	176	200	241	269	2.5	2.8	3.2	3.5
2-year institutions	3,880	4,028	4,490	4,699	100.0	100.0	100.0	100.0
White, non-Hispanic	3,077	3,167	3,532	3,657	79.3	78.6	78.7	77.8
Total Minority	761	810	894	981	19.6	20.1	19.9	20.9
Black, non-Hispanic	429	443	468	483	11.1	11.0	10.4	10.3
Hispanic	210	227	255	291	5.4	5.6	5.7	6.2
Asian or Pacific Islander	79	97	124	158	2.0	2.4	2.8	3.4
American Indian/ Alaskan Native	41	43	47	49	1.1	1.1	1.0	1.0
Non-resident alien	42	52	64	61	1.1	1.3	1.4	1.3
Total	10,970	11,215	12,038	12,328	100	100	100	100
White	9,061	9,180	9,791	9,946	82.6	81.9	81.3	80.7
Total Minority	1,691	1,783	1,942	2,051	15.4	15.9	16.1	16.6
Black	1,032	1,054	1,101	1,094	9.4	9.4	9.2	8.9
Hispanic	383	417	471	519	3.5	3.7	3.9	4.2
Asian-Pacific	197	234	286	351	1.8	2.1	2.4	2.8
Native American	76	78	84	87	.7	.7	.7	.7
Non-resident Alien	218	252	305	330	2.0	2.2	2.5	2.7

NOTE: Excludes enrollment in U.S. Service Schools that are included in tabulations presented elsewhere in this publication. Numbers in thousands; percentages may not add to 100 due to rounding.

SOURCE: U.S. Department of Education, Office for Civil Rights, unpublished tabulations (December 1983) and National Center for Education Statistics, Opening Fall Enrollment, Fall 1982, unpublished tabulations (December 1983).

OCR, unpublished tabulations, reported NCES, Condition of Education, 84 p.76. Full table attached.

Minority populations are younger than white Americans (See Table 2). Thus the minority share of the school-age population is larger than their share of the total population. This larger proportion of school-age minorities should be reflected in a growing proportion of college enrollments. Stable enrollments at a time when the minority population is expanding consequently reflect a net loss.

The figures for degrees conferred are also disturbing (See Table 3). Blacks saw a decline in both the absolute numbers and percentage of degrees earned between 1976 and 1981. All other minority groups registered increases in degrees received, with Asian-Pacific Americans experiencing an astounding 63.2 percent increase in degrees earned. Although Hispanics and Native Americans also registered significant increases, they, as well as blacks, are still under-represented when compared to their proportion of the college-age population.

While blacks as a whole have lost ground only on the share of degrees awarded at the master's and first professional levels, black men have lost ground at every level of earned degrees. The two areas of increased black representation in share of degrees —the B.A. and the Ph.D.—is almost entirely due to the increasing percentage of black women participating in higher education.

The number of doctoral degrees conferred upon foreign nationals is a useful reference figure for evaluating the current status of minority graduate education (See Table 4). In 1981, the combined total of doctoral degrees awarded to U.S. minorities fell short of the total awarded to nonresident aliens. In some fields, this disparity is huge. Minority citizens

earned only 12.9 percent of the engineering doctorates in 1981; nonresident aliens earned 37.3 percent. Minority citizens earned 6.9 percent of the life sciences doctorates in 1981; nonresident aliens earned 13.3 percent. Overall, minorities earned 8.9 percent of the Ph.D.'s granted in 1981, while nonresident aliens earned 12.5 percent of those degrees. Only in the fields of education, psychology, and the humanities did the share of minority doctorates surpass the share of nonresidents earning doctorates.

The Role of Traditionally Black Institutions

Traditionally black institutions (TBI) continue to be an important source of degrees awarded to blacks (See Table 5). TBI's awarded 32.8 percent of all degrees received by blacks in 1975-76, and by 1980-81, that figure had changed very little: TBI's still awarded 28.4 percent of all these degrees.[2] This figure is even more striking given the substantial losses in enrollment at the 109 traditionally black schools.[3] Note also that these percentages are for the nation as a whole; in the 19 states with traditionally black institutions (or "TBI states"), an even larger percentage of all degrees earned by blacks are earned in the TBI's.

The role of the TBI's is being profoundly affected by the continuing impact of the *Adams* litigation. Following the *Brown v. Board of Education* decision

Table 3
Earned Degrees Conferred* by Institutions of Higher Education, by Level of Degree and Race/Ethnicity of Recipient: 1975-76 and 1980-81

Level and Race/Ethnicity	1975-76	1980-81	1975-76	1980-81
	Number		Percentage Distribution	
Bachelor's	918,388	931,583	100.0	100.0
White, non-Hispanic	811,599	804,468	88.4	86.4
Total minority	91,777	104,541	10.0	11.2
Black, non-Hispanic	59,122	60,533	6.4	6.5
Hispanic	17,964	21,731	2.0	2.3
Asian or Pacific Islander	11,193	18,693	1.2	2.0
American Indian/ Alaskan Native	3,498	3,584	.4	.4
Non-resident Alien	15,012	22,573	1.6	2.4
Master's	309,263	294,182	100.0	100.0
White, non-Hispanic	262,771	241,215	85.0	82.0
Total minority	30,418	30,910	9.8	10.5
Black, non-Hispanic	20,345	17,133	6.6	5.8
Hispanic	5,299	6,461	1.7	2.2
Asian or Pacific Islander	3,991	6,282	1.3	2.1
American Indian/ Alaskan Native	783	1,034	.3	.4
Non-resident alien	16,074	22,057	5.2	7.5
Doctor's	33,787	32,839	100.0	100.0
White, non-Hispanic	27,434	25,908	81.2	78.9
Total minority	2,285	2,728	6.8	8.3
Black, non-Hispanic	1,213	1,265	3.6	3.9
Hispanic	396	456	1.2	1.4
Asian or Pacific Islander	583	877	1.7	2.7
American Indian/ Alaskan Native	93	130	.3	.4
Non-resident alien	4,068	4,203	12.0	12.8
First-professional	62,085	71,273	100.0	100.0
White, non-Hispanic	56,332	64,490	90.7	90.5
Total minority	4,924	6,114	7.9	8.6
Black, non Hispanic	2,694	2,929	4.3	4.1
Hispanic	1,079	1,540	1.7	2.2
Asian or Pacific Islander	962	1,454	1.5	2.0
American Indian/ Alaskan Native	189	191	.3	.3
Non-resident alien	829	669	1.3	.9

* Excludes degrees conferred by U.S. Service Schools, included in tabulations presented elsewhere in this publication.

SOURCE: U.S. Department of Education, Office for Civil Rights, Data on Earned Degrees Conferred from Institutions of Higher Education, by Race, Ethnicity, and Sex. various years.
From NCES, The Condition of Education, 1984. p.86

Table 2
General Population Characteristics by Age Group, Race and Ethnicity, 1980

Characteristic	White	Black	Native American	Asian-Pacific	Spanish-Origin
Total Pop[1]	188,371,622	26,495,025	1,420,000	3,500,439	14,608,673
% Total Pop	83.1	11.7	.6	1.5	6.4
Total Under 18	50,085,021	9,395,912	555,735	1,044,601	5,627,956
% gen pop 18	78.6	14.7	.9	1.6	8.8
% sub group total	26.6	35.5	39.1	29.8	38.5
Total 18-24	24,293,818	3,913,915	215,548	439,487	2,239,587
% all 18-24	80.9	13.0	.7	1.5	7.5
% sub group	12.9	14.8	15.2	12.6	15.3
Median Age	31.3	24.9	22.8	28.7	23.2
% under 18 living w/both parents[2]	82.9	45.4	62.9	84.7	N/A[3]

SOURCE: Bureau of the Census, 1980 Census, PC80-1-B1, Chart 43: "Persons by Age, Race, Spanish Origin and Sex: 1980, "pp. 27-36

1. Numbers do not add to the census reported total of 226,545,805 persons because persons of Spanish Origin may have been counted as either white or black as well. Percentages do not add to 100% for the same reason.

2. From PC80-1-C1, Table 141, p. 1-129

3. Not reported

Table 3A
Addendum to Degrees Conferred, 1975-76 and 1980-81, by Level of Degree and Race/Ethnicity: Total Degree Figures

Population Group	1976 Total Degrees	1976 % All Degrees	1981 Total Degrees	1981 % All Degrees	% Change 76-81
White[1]	1,158,136	87.5	1,136,082	85.4	-1.9
Black[1]	83,374	6.3	81,860	6.2	-1.8
Hispanic	24,738	1.9	30,188	2.3	+22.0
Asian-Pacific	16,729	1.3	27,306	2.1	+63.2
Native American	4,563	.3	4,939	.4	+8.2

Note: Percentages will not add to 100% because degrees for foreign nationals have been omitted from the table.

SOURCE: U.S. Department of Education, Office for Civil Rights, "Data on Earned Degrees Conferred from Institutions of Higher Education, by Race, Ethnicity and Sex, "various years, reported in the Condition of Education: 1984, The National Council on Education Statistics (Washington, D.C.: NCES, 1984) p.86

1. Numbers do not add to the census reported total of 226,545,805 persons because persons of Spanish Origin may have been counted as either white or black as well. Percentages do not add to 100% for the same reason.

Table 4
Minority and Non-Resident Alien Degree Recipients, Ph.D's for Selected Fields, 1981, Percentages

Subject Area	Total Minority %	Total Non-Resident %
Pysical Science	6.9	18.0
Math	7.5	25.6
Computer Science	7.8	17.2
Physics/Astronomy	6.8	19.7
Chemistry	8.1	14.7
Earth/Environment	3.8	14.6
Engineering	12.9	37.3
Life Sciences	6.9	3
Biology	6.8	[illegible]
Agriculture	5.7	3.7
Medical Science	7.6	9.6
Social Science	9.0	15.6
Psychology	7.4	2.4
Humanities	7.1	6.2
Professional Fields	9.2	11.8
Education	12.1	7.0
Total	8.9	12.5

SOURCE: Betty M. Vetter, Eleanor L. Babco and Susan Jensen-Fisher, Professional Women and Minorities: A Manpower Data Resource Service (Washington, D.C.: Scientific Manpower Commission, 1983) p. 27

Table 5
Degree awards to Blacks in the TBI States, by Level: 1976, 1979, and 1981

Degree awards to blacks in the TBI States*	1976	1979	1981
Bachelor's			
Number to blacks	37,055	37,605	38,154
Number from TBI's	22,229	20,579	19,414
Percent from TBI's	60	55	51
Master's			
Number to blacks	11,573	11,126	9,754
Number from TBI's	4,563	3,952	3,166
Percent from TBI's	39	36	32
Doctor's			
Number to blacks	569	645	613
Number from TBI's	50	50	69
Percent from TBI's	13	8	11
First-professional			
Number to blacks	1,343	1,472	1,646
Number from TBI's	544	601	622
Percent from TBI's	41	41	38

* Associate degrees and awards are not included in this analysis as the TBI's confer only a small percent of the sub-baccalaureate degrees awarded to blacks.

SOURCE: Susan Hill, unpublished tabulation from NCES draft report on TBI's.

in 1954, increasing pressure was brought to bear on the (then named) Department of Health, Education and Welfare to cut off federal funds to states which maintained segregated higher education systems, forbidden by Title VI of the 1964 Civil Rights Act. The resulting litigation (*Adams v. Califano*) culminated in a ruling against ten states in 1972 that required: 1.) the dismantling of their dual higher education systems; 2.) the enrichment of the discriminatorily underfunded TBI's; 3.) the elimination of duplicative programs; and 4.) the increase conversely in each set of schools of black and white students, faculty, and administrators.

The results of *Adams* have been mixed. As mentioned, enrollment has declined significantly in the TBI's. Moreover, five TBI's are now majority white in student enrollment. One of these institutions has closed and several are in serious financial difficulty. Another black school has signed a consent agreement to increase to 50 percent its white faculty, administrators, and student body. On the other hand, no predominantly white institution has achieved its goal in black student enrollment or hiring of black faculty.[5] Nevertheless, despite these barriers, the TBI's continue to play a significant role in the production of successful black graduates who go on in disporportionate numbers to complete graduate and professional schools.

The ultimate fate of the TBI's cannot be predicted. However, the public TBI's, under *Adams* mandate, will no longer have the education of blacks exclusively as their predominate mission. The private TBI's, on the other hand, may more gradually adapt and adjust their mission as has been the case historically for women's colleges and other exclusive institutions. The immediate consequence is that the impact of these institutions, with a proved record of successfully educating blacks, is diminishing.

Concentration of Degrees

Disproportionate concentrations of some degrees awarded to blacks are not unique to TBI schools alone. For example, 60 percent of the doctoral degrees awarded to blacks in 1980-81 were awarded by 10 percent of the schools that awarded such degrees. Only one of these schools, Howard University, is a TBI.[6]

Blacks are not the only minority group to perform better in some institutions than in others. Table 6 shows that most predominantly white schools award few doctoral degrees to minority students. Three hundred ninety-nine schools awarded doctorates in 1980-81. Of these, 211 awarded no doctoral degrees to blacks. Of these same 399 schools, an even larger number, 269, awarded no degrees to Hispanics. Hispanic doctorates were even more highly concentrated than black doctorates, with 59 percent of all Hispanic doctorates emanating from 8 percent of doctorate-granting institutions.[7]

Some of the difference in minority doctorate degree conferral between institutions can be explained by heavy regional concentrations of either blacks or Hispanics, but lack of recruitment, limited financial assistance, and restrictive admission criteria are equally compelling reasons for institutional disparity. Research studies how that special efforts on the part of institutions make a great deal of difference in the retention and graduation of minority students.[8] The continuing importance of the traditionally black schools provides an obvious case in point, but successful institutional efforts are not unique to those schools. The tremendous disparity among predominantly white institutions in the successful recruitment, retention, and graduation of minority students can be ameliorated by systematic support, aid, and the development of programs with a will and an effort to institute them.

Retention

Minority students are more likely to drop from the educational pipeline at every level than are majority students. This does not mean that all minority groups behave the same way in the pipeline, but it does mean that a given percentage of minority students is less likely to advance and to graduate at every educational level. The earned degree data show the effect of minority losses from the pipeline in the dwindling percentage of minority degrees awarded, from bachelor's to doctor's and first professional degrees. However, those numbers do not provide any information on losses that occur at the high school level which, obviously, have an impact on postsecondary enrollments, nor do they explain the high rates of minority attrition.

In 1975, minority students with high school degrees entered college at approximately the same rate as their white counterparts. Slightly over 32.0 percent of white high school graduates enrolled in some kind of postsecondary education in that year, compared to 32.0 percent of blacks, and 35.4 percent

Table 6
Top Ten Institutions in the Production of White Ph.D's 1980-81

Institution	Whites	Minorities	Non-resident Aliens
1. U. of California/Berkeley	512	60	109
2. U. of Wisc. Sys/ Madison	479	39	115
3. U. of Illinois/ Urbana	479	141	9
4. Harvard University	432	57	117
5. U. of California/ Los Angeles	405	61	93
6. U. of Michigan/ Ann Arbor	426	51	73
7. Ohio State U. / Main Campus	387	39	104
8. U. of Minn./ Minpls/ St. Paul	401	40	77
9. Stanford University	346	26	121
10. Michigan State University	338	33	114
Total	3,819	519	918
Total, All Institutions	25,908	2,724	4,203
Top Ten as a percent of all	15%	19%	21%

SOURCE: Susan Hill, unpublished tabulation from NCES tapes.

of Hispanics. All three groups sent a smaller percentage of high school graduates to college in 1980 (See Table 7), but the drop-off was significantly greater for blacks and Hispanics. The 31.6 percent of white high school graduates who enrolled in college in 1980 represented a decline of only 0.4 percent compared to drops of 4.2 percent and 5.5 percent for blacks and Hispanics, respectively. These figures alone do not necessarily document a trend toward declining numbers of minority high school graduates going to college, but they do prompt concern over the support and encouragement provided to minority students trying to make the transition from high school to college.

Furthermore, since the pool of minority high school graduates eligible for college enrollment is disproportionately small, the low percentage of minorities who graduate from high school and go on to receive a college education represents an even smaller percentage of persons in the relevant age bracket than do the same figures for the majority population. This was demonstrated dramatically in New York, a state that features unusually high levels of minority participation in higher education. The report of the Bureau of Postsecondary Research, Information Systems and Institutional Aid for the New York State Education Department details information on retention throughout the high school years and into the college years for Asians, blacks, whites, Native Americans, and Hispanics for students in New York state. The study shows that in 1982 minority high school graduates enrolled in college at a higher rate than did their white counterparts (See Table 8). Some of these figures are impressive. 62 percent of white high school graduates enrolled in college, compared with 65 percent of blacks, 72 percent of Hispanics, 100 percent of Asians, and 188 percent of Native Americans. However, these minority pools are proportionately much smaller than the pool of qualified white students. Comparing 12th grade enrollments with 9th grade enrollments three years earlier, the same study disclosed that 81 percent of the white students were still in school, compared to 60 percent of the Native Americans, 47 percent of blacks, and only 41 percent of Hispanics. The majority of the dropouts would, of course, be ineligible for college enrollment.

Thus, the 72 percent participation figure for Hispanic high school graduates masks the fact that 59 percent of Hispanic students were lost from the pipeline even before coming to a decision about college. Clearly, no one interested in correcting problems in minority participation in higher education can ignore the secondary schools as a critical point in the pipeline.

The New York study reveals a great deal about participation of students, but it does not describe the reasons for this behavior. One study that attempts to cover students on an individual, or "unit" basis, is the High School and Beyond (HS&B) study, administered by the National Center for Education

Table 7
Population, High School Graduates, and College Enrollment of 18- to 24- Year-Olds, by Racial/Ethnic Group: 1970, 1975, and 1980

Racial/Ethnic Group and Year	Population	High School Graduates	College Enrollment	High School Graduates as a Percent of Population	College Enrollment as a Percent of Population	College Enrollment as a Percent of High School Graduates
	Numbers, in Thousands			Percent		
White						
1970	19,608	15,960	5,305	81.4	27.1	33.2
1975	22,703	18,883	6,116	83.2	26.9	32.4
1980	23,975	19,787	6,334	82.5	26.4	32.0
Black						
1970	2,697	1,802	416	66.5	15.5	23.0
1975	3,213	2,081	665	64.8	20.7	32.0
1980	3,555	2,479	688	69.7	19.4	27.8
Hispanic						
1970	–	–	–	–	–	–
1975	1,446	832	295	57.5	20.4	35.4
1980	1,962	1,054	315	53.7	16.1	29.8

– Not available.

Note: Not all races are represented and categories are not discrete, in that a person in the Hispanic ethnic group may also be counted in a racial group.

Source: U.S. Department of Commerce, *Current Population Reports*, "School Enrollment-Social and Economic Characteristics of Students", Series P-20, Nos. 222, 303, 382.

Table 8
High School Retention and College Participation of Race/Ethnic Groups in New York State 1970 to 1982

Year	Asian	White	Black	Hispanic	Native Americans
High School Retention					
12th Grade Enrollments as a Percentage of 9th Graders Three Years Earlier					
1972	%	85%	59%	53%	%
1973	114	83	56	49	83
1974	113	83	58	47	98
1975	101	83	50	47	73
1976	108	83	57	51	68
1977	109	83	56	47	71
1978	117	82	56	47	72
1979	116	81	53	42	70
1980	101	81	49	40	57
1981	107	81	47	41	60
1982					
College Participation					
New Full-Time College Students as a Percentage of 12th Graders One Year Earlier					
1974		59	65	52	
1976		55	70	70	
1978	100	58	58	58	196
1980	88	64	63	68	140
1982	100	62	65	72	188
New Full-Time College Students as a Percentage of 9th Graders Four Years Earlier					
1976		49	36	25	
1976		45	39	33	
1978	109	48	32	27	140
1980	100	52	33	29	113
1982	107	57	38	29	112

Note: In- and out-migration of enrollments and the population influence all the ratios shown in this table. For example, high school retention levels of Asians that are greater than 100% are due to the recent high levels of immigration of Asians. Also influencing the figures are unknown numbers of older students entering college for the first time. This is believed to be an important factor in the unusually high college entry rates for Native Americans.

SOURCE: NYSED, Postsecondary Research, Information Systems and Institutional Aid (GLR 12/83)

Statistics. From its national sample, High School and Beyond shows a drop-out rate of 18 percent for Hispanics, 17 percent for blacks, 12.2 percent for whites, and only 3.1 percent of Asian-Pacific Americans (See Table 9). The drop-out rate is much lower than the rate cited for New York, but the same relative disparities appear to obtain for the nation as a whole.

Not surprisingly, both male and female drop-outs in the High School and Beyond study cited work as one of the top five reasons for leaving school. However, minority students who leave school are less likely to obtain paid employment than are majority students. For example, only 43.8 percent of the black drop-outs surveyed were working for pay, whereas 63.0 percent of the low socio-economic status whites who dropped out were working for pay. Fifty-nine percent of Hispanics received a wage during the same period, and high socio-economic status white drop-outs worked in 51.3 percent of the cases studies (See Table 10).

Tables 11 through 16 present additional socio-economic indicators which may have a bearing on retention. Note that the differences between the groups of students who took College Boards in 1983 are considerably less dramatic than are the differences for the random population sampled in High

Table 9
Percentage of 1980 Sophomores Who Dropped Out Before Graduation By Sex And Selected Background Variable.

Background Variable	Male	Female	Total
All Students	14.6 (13,905)	12.6 (1,214)	13.7 (28,119)
Race/ethnicity			
Black	20.3 (1,721)	14.1 (1,991)	17.0 (2,712)
White	13.0 (9,162)	11.5 (9,383)	12.2 (18,545)
Hispanics	18.1 (2,589)	18.0 (2,450)	18.0 (5,039)
Asian American	3.5 (213)	2.7 (213)	3.1 (426)
American Indian & Alaskan Natives	27.2 (159)	31.8 (138)	29.2 (297)
Socioeconomic Status			
High	6.5 (3,141)	3.1 (2,735)	4.9 (5,876)
Middle	9.8 (5,822)	8.0 (6,014)	8.9 (11,836)
Low	16.9 (3,143)	16.4 (3,914)	16.6 (7,057)
Unknown	32.3 (4,026)	30.9 (1,551)	31.6 (3,350)
Community Type			
Urban	20.8 (3,080)	17.0 (3,304)	18.9 (6,384)
Surburban	12.5 (6,799)	11.0 (6,961)	11.8 (13,760)
Rural	13.6 (4,026)	12.0 (3,949)	12.8 (7,975)
Geographic Region			
Northeast	13.4 (3,092)	9.0 (3,189)	11.3 (6,282)
North Central	16.0 (2,808)	13.5 (2,912)	14.7 (5,720)
South	13.5 (5,455)	12.7 (5,613)	13.1 (11,068)
West	17.6 (2,530)	16.3 (2,500)	16.6 (5,059)
High School Program			
Academic	5.9 (4,144)	4.7 (4,687)	5.2 (8,831)
General	16.1 (5,608)	16.4 (5,751)	16.2 (11,359)
Vocational-tech.	21.6 (2,622)	16.8 (2,497)	19.4 (5,119)
School Type			
Public	15.5 (12,200)	13.6 (12,411)	14.5 (24,611)
Catholic	3.2 (1,167)	1.6 (1,449)	2.3 (2,616)
Other Private	--.- (--,---)	--.- (--,---)	--.- (--,---)
Self Reported Grades			
Mostly A's	2.8 (4,146)	4.4 (5,359)	3.8 (9,507)
Mostly B's	10.0 (5,553)	10.8 (6,006)	10.4 (11,559)
Mostly C's	22.9 (3,524)	23.9 (2,452)	23.3 (5,976)

Notes: 1. Figures in parentheses are sample sizes.
2. The standard error of the difference between two percentages can be approximated by taking the square root of the sum of the standard errors for p_1 and p_2.
3. -- indicates insufficient sample size.
4. All percentages are based on weighted computations.

SOURCE: Samuel S. Peng, Ricky T. Takai, and William B. Fetters, "High School Dropouts: Preliminary Results from the High School and Beyond Study," an unpublished paper prepared for the 1983 meeting of the American Educational Research Association in Montreal, Canada, April 12, 1983, p. 7. Reprinted as TAble 62, p. 127 in Mary Carter-Williams, The Status of Blacks in Higher Education.

Table 10
Characteristics of Hispanic Subgroups

Variable	Mexican	Cuban	Puerto Rican	Other Latino
Background (1980)				
Family Income	$18,036	$19,598	$14,285	$20,197
Social Class ($\bar{X}$=0)	-.585	-.331	-.748	-.255
Parental Education[a] ($\bar{X}$=12.7 yrs.)	9.7 yrs.	12.8 yrs.	11.6 yrs.	12.6 yrs.
% Single-Parent Families	30.0%	24.2%	46.3%	37.9%
High School (1980)				
Composite Achievement (X=50)	43.5	48.6	42.9	46.1
H.S. GPA	2.57	2.[illegible]	2.67	2.65
TV Watching (Hrs/day)	3.3	3.0	3.5	3.0
Paid Work (Hrs./week)	19.8	20.4	16.5	20.4
Homework (Hrs./week)	3.2	4.9	3.4	4.1
Math Courses (Yrs.)	1.5	2.5	1.7	1.7
Science Courses (Yrs.)	0.4	0.7	0.6	0.4
% in Vocational Track	30.7%	18.4%	28.6%	24.1%
% in General Track	35.0%	19.4%	25.9%	33.5%
% in College Prep. Track	34.3%	62.3%	45.6%	42.4%
% From Non-Public H.S.	8%	23%	8%	11%
% With College Expectations in Grade 8	40%	60%	49%	41%
College or Other (1982)				
% in College, Other Educ.	33.7%	55.8%	32.6%	33.9%
% Applied to College from High School	49.0%	70.0%	59.0%	57.1%
% Working for Pay, 2/82	64.1%	53.0%	57.5%	56.5%
% Married, 2/82	17%	6%	14%	17%
%Self-Concept (X=0)	-.079	.139	-.439	-.031
Locus of Control	-.287	.050	-.302	-.081
For Those in School, 2/82				
Doctoral, Research Univ.	12.3	26.4	2.9	18.3
Comprehensive Univ.	15.3	11.7	35.3	15.5
Liberal Arts College	3.5	2.9	2.9	2.8
Two-Year College	56.8	50.0	38.2	47.5
Trade, Proprietary School	0.8	0	5.9	2.3
Unclassified Schools[b]	10.9	5.9	11.8	13.3
Average Tuition, '80-81[c]	$902	$1975	$1768	$1617
Years of Coursework Since H.S. — Math	.84	.71	.92	.76
Science	.59	.76	.74	.63
Foreign Lang.	.30	.39	.45	.31
Social Sci.	.75	.97	.90	.69
College GPA	2	2.8	2.6	2.7

(a) Taken as the higher education level of two parents, as described by the respondent

(b) Institutions classified by the Carnegie Commission on Higher Education: A Classification of Institutions of Higher Education. Due to small numbers for some subgroups in the 18 Carnegie categories, these categories have been collapsed.

(c) Tuition and post-secondary course enrollment figures apply to all students who were in school (full-time or part-time) in either 1980-81, 1981-82, or both years; that is, figures apply to all students who supplied data on those variables.

SOURCE: Valerie Lee, unpublished computations from High School and Beyond, 1984.

Table 11
Median Family Income and Plans to Seek Financial Aid for Higher Education, By Race & Ethnicity

	Median Income $	Median # of Dependents	% Planning to Apply for Financial Aid
American Indian	21,400	4.2	82.1
Asian Pacific American	24,800	4.6	77.7
Black	15,000	4.0	92.3
Mexican	19,600	4.7	87.7
Puerto Rican	14,700	4.3	89.7
White	31,200	4.3	73.5

SOURCE: Leonard Ramist & Solomon Arbeiter. Profiles, College-Bound Seniors (New York: College Entrance Examination Board, 1984) pp. 27,37,47 57, 67, 77.

Table 12
Type of High School Program, In Percentages, By Race & Ethnicity

	Academic	Career	General	Other
American Indian	66.7	10.1	22.4	.8
Asian Pacific American	73.4	4.7	20.9	1.0
Black	64.0	15.3	19.5	1.2
Mexican	67.3	9.1	22.8	.7
Puerto Rican	65.2	16.8	16.8	1.2
White	79.9	6.2	13.5	.4

SOURCE: Leonard Ramist & Solomon Arbeiter, Profiles, College-Bound Seniors (New York: College Entrance Examination Board, 1984) pp 28,38,48, 58,68,78

Table 13
Degree Level Goals, Percentages, By Race and Ethnicity

	Two Year Training Degree	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate or First Professional	Undecide	Some 2-year Degree	Some Graduate Degree
American Indian	5.8	2.8	31.2	24.5	17.3	18.4	8.7	41.8
Asian Pacific/ American	1.9	1.3	25.8	27.0	29.6	14.4	3.2	56.6
Black	3.8	2.3	29.3	27.9	20.8	15.9	6.1	48.7
Mexican	3.5	2.0	29.0	27.4	20.0	18.2	5.5	47.4
Puerto Rican	4.8	4.2	31.1	23.8	17.3	18.8	9.0	41.1
White	2.9	2.2	33.9	25.8	16.6	18.6	5.1	42.4

SOURCE: Leonard Ramist and Solomon Arbeiter, Profiles, College Bound Seniors, 1983 (New York: College Entrance Examination Board, 1984) pp 30,40,50,60,70,80.

Table 14
Intended Area of Study, First Choice, In Percentages, By Race and Ethnicity

	Arts& Humanities	Biological Science	Business & Commerce	Physical Science	Social Science	Miscel-laneous
American Indian	10.4	20.0	20.0	25.5	18.1	6.0
Asian Pacific American	8.1	24.0	16.3	37.9	8.5	5.2
Black	7.9	19.7	24.9	29.1	15.2	3.2
Mexican	9.5	19.0	20.9	28.0	17.8	4.7
Puerto Rican	9.3	20.0	22.5	25.3	17.5	5.3
White	10.5	19.2	22.3	24.3	17.4	6.3

SOURCE: Leonard Ramist and Solomon Arbeiter, Profiles, College-Bound Seniors, 1983 (New York: College Entrance Examination Board, 1984) pp 31,41,51,61,71,81.

School and Beyond. Levels of preparation and parental education are roughly similar for each group in the college-bound cohort. On the other hand, income figures vary widely, as do plans to apply for financial aid. The figures suggest that cost and/or financial support may be the most important barriers to minority participation.

In sum: minority groups are more likely to leave secondary school before graduatin, dramatically reducing the number of students qualified to apply for college admission. Minority high school graduates who do enter college will be less likely to complete a degree than majority students. Minority students are more likely to come from families hard-pressed to find the money to support a college education, and are less likely themselves to be able to obtain employment to help defray the costs of education. Further, when these students do get to postsecondary school, approximately one-half will attend a two-year rather than a four-year college, despite roughly similar degree expectations. (This is not to say that degree expectations always reflect a realistic assessment of what a student can accomplish, considering courses taken during high school and overall academic performance. Counselors may productively seek to reduce expectations in some cases, which we discuss briefly later in the report.)

Any effort to deal with these problems must take into account the long history of institutionalized racism in this country. Discrimination, overt and subtle, is well documented in our history. Today it remains as both an emotional and an institutional barrier to full minority participation in higher education. Part of the institutional problem stems from the expectation that minority students will behave in the same fashion as white students at all levels of education. The notion that minority students can behave or test differently, yet perform just as well, has been given much attention in the controversy over standardized testing as a means of determining admissions criteria.[9] It is important to note that differences do not end with admission. Minority group members use the services of higher education somewhat differently than the majority population. A study conducted by the Office of Institutional Research and Analysis for the City University of New York determined that minority graduation patterns differ significantly from those of the majority. (See Table 17). Large numbers of minority and open admissions students graduate from their chosen programs after the traditional graduation period expected (two years for associate, four years for bachelors, etc). The phenomenon continues as long as eleven years after the traditional graduation.[10]

There are no national-level data with which to compare the long-term graduation rates observed in New York, but we do have information that indicates a different approach, on a national scale, to degree seeking between minority and majority students. As a percentage of their respective subgroups, blacks and Hispanics are much more likely to fall into the "unclassified" category of students—those taking courses but not enrolled in a degree program per se. Black and Hispanic unclassifieds rose by 17.7 percent and 23.4 percent respectively from 1978 to 1982, while unclassified whites rose by only 4.3 percent. In addition, part-time participation has risen for all racial and ethnic groups. This has been coupled with a more modest increase in the numbers of full-time students for every group except blacks, who increased participation only in the part-time category.

These students are pursuing a pattern of education substantially different from traditional expectations of degree seekers. Rather than proceeding through school on a regular two or four year schedule, they are likely to take classes on a part-time basis and extend the full course of study over a longer period. These alternative approaches are an important means of access to a college degree for a substantial number of minority students. Society should readjust its thinking as well as its analysis of the student population to reflect the different ways in which minorities exhibit unusually strong commitment to self-improvement in the face of uncertain

Table 15
Mean Number of Years in Selected Courses of Study, By Race and Ethnicity

	English	Math	Foreign Language	Biology	Pysical Science	Social Science
American Indian	3.92	3.39	1.82	1.42	1.69	3.10
Asian-Pacific American	3.93	3.81	2.38	1.47	2.05	3.16
Black	3.90	3.38	1.79	1.43	1.64	3.05
Mexican	3.91	3.41	1.99	1.31	1.50	3.06
Puerto Rican	3.92	3.34	2.36	1.38	1.64	3.15
White	4.02	3.66	2.27	1.39	2.87	3.26

SOURCE: Leonard Ramist and Solomon Arbeiter Profiles, College-Bound Seniors, 1983 (New York: College Entrance Examination Board, 1984) pp 28-29, 38-39, 48-49, 58-59, 68-69. 78-79

financing and conflicting family obligations. We also need to re-evaluate the fairness of any financial aid program that require a traditional completion schedule. The overall impact of such programs appears to weigh against minority applicants.

The two-year colleges, by virtue of more flexible admissions policies and lower cost, enjoy a unique place in the education of minority citizens; we would be mistaken to assume that the choice of a two-year institution is necessarily a poor alternative to immediate entry into a four-year program. Many students who intend to continue a college education past the associate level require the remedial training available at a two-year school in order to make a more advanced degree possible. Also, many students will find that an associate degree is the most realistic educational goal for them, given preparation and economic variables. The two-year school affords an optional course of study that we must recognize and support.

The very flexibility of the two-year program creates more complex problems for the student who plans to make the best use of a school's services. These problems are magnified in the case of the academically under-prepared student. Complete counselling services are not always available to students confronted with a confusing array of alternatives. Unfortunately, many schools have cut back on guidance services because of heavier enrollments in vocational and technical fields.[12] This trend should be reversed in order to ensure each student's familiarity with the implications of program choice and the most appropriate strategies for pursuing a particular course of study.

Table 17
Graduations Rates Through Eleven Years By Ethnicity and Admissions Status: 1970 and 1971 Cohorts: Senior Colleges[a]

	On Time	After 5 Years	After 7 Years	After 9 Years	After 11 Years
Regular Students:[b]					
Black (N=202)	32	45	53	56	59
Hispanic (N=389)	19	35	46	47	48
Open Admissions Students:[c]					
Black (N=552)	17	26	35	38	40
Hispanic (N=393)	15	21	28	29	31

SOURCE: Sample data

[a]Results for the 1970 and 1971 cohorts have been aggregated

[b]Regular students are those with high school averages of 80 or higher.

[c]Open admissions students are those with high school averages of less than 80.

Table 16
Level of Parents' Education, By Race & Ethnicity

	% Grade School	% w/some High School	% H.S. Graduation	% Business or Training School	% w/some College	% w/ B.A.	%Grad Study	Median # of years
Fathers								
American Indian	7.2	13.4	24.2	7.3	18.4	11.8	17.7	13.2
Asian Pacific/ American	6.0	8.9	15.8	5.9	16.2	17.3	9.8	14.3
Black	7.9	18.2	30.5	7.6	16.2	7.6	11.9	12.3
Mexican	23.2	16.5	19.9	5.5	16.3	7.8	10.9	12.0
Puerto Rican	17.9	20.9	23.1	5.5	13.0	7.9	11.7	12.0
White	1.9	6.3	21.4	6.5	17.9	18.5	27.4	14.3
Mothers								
American	5.4	12.5	32.2	8.7	19.8	9.5	12.0	12.5
Asian Pacific/ American	9.4	11.2	23.5	6.8	16.4	15.0	17.6	13.4
Black	4.2	16.5	30.8	8.1	19.3	8.2	12.9	12.5
Mexican	23.6	17.7	26.3	6.6	14.7	4.4	6.7	11.8
Puerto Rican	17.7	20.5	28.4	6.5	12.9	6.0	8.0	11.9
White	1.3	5.5	34.2	8.4	20.8	14.1	15.7	13.5

SOURCE: Leonard Ramist & Solomon Arbeiter, Profiles, College Bound Seniors, 1983 (New York: Entrance Examination Board, 1984) pp 26-27, 36-37, 46-47, 56-57, 66-67, 76-77

Academic Employment of Minority Ph.D.'s

Any discussion of minority Ph.D.'s employed in academe must begin with the observation that there are very few minority academics. In 1979, native-born minorities accounted for a scant 3 percent of the academic positions filled by native-born doctorates. Any one applying the information provided below would do well to remember that we are talking about only 5,500 members of a community of approximately 170,000 (See Table 18).

Minority doctorates are less likely to obtain tenure, or to be hired on tenure track (See Table 19). This phenomenon holds true in both the sciences and the humanities for all doctorates earned between 1960 and 1978. Minority tenure exceeds the white percentage only in the cohort of 1960-69 degree recipients working in the sciences. In all other categories, minorities obtain relatively fewer tenured positions.

The incidence of tenure is probably not attributable to different duties assigned minority faculty. Table 17 shows that academically employed minorities held different types of positions with the same relative frequency as their white counterparts. There are variations, to be sure, but they are not constant with respect to race or ethnicity.

Underrepresentation of minority academics in the ranks of the tenured elite is doubly disturbing given the low overall percentage of the professoriate composed of minorities. We noted in last year's Status Report that only 9.0 percent of the nation's full-time faculty is minority.[13] Note that this figure is only slightly more than one-half of the total percentage of minority students in college.

Anyone who has worked with education policy is familiar with the overwhelming quantity of education statistics available from various sources across the nation. The Higher Education Research Institute, the National Center for Education Statistics (NCES), the Office for Civil Rights of the Department of Education, and other organizations compile a vast amount of data. Some of this information is published in studies generated by the collecting organizations, and the original data tapes are often released to other organizations interested in questions not covered in the published material. Thousands of tables and graphs are designed to answer ever larger numbers of questions.

Nonetheless, we do not yet have all of the education statistics that we require in the form that we need them. The Office for Civil Rights has not budgeted funds to publish its information for almost eight years. Requests for information are time consuming. The NCES, with its Higher Education General Information Survey (HEGIS) and HS&B studies, collects information on a tremendous number of variables, but does not provide published information on all of them. This means that, while we are provided with a great deal of data, we are rarely presented with the full range of variables on each subject. Discrete student populations are difficult to define, and hard to match from study to study.

Table 18
Primary Work Activity as Reported by Academically Employed Science, Engineering and Humanities Ph.D's by Racial/Ethnic Category

		Whites		Minorities								
	Grand	U.S.	Frgn	U.S.-Born					Foreign-Born			
Primary Work Activity	Total	Born	Born	Total	Hisp	Black	Asian	Am In	Total	Hisp	Black	Asian
Science/Engineering												
Academically Empl	158,578	124,289	15,375	3,807	880	1,484	932	511	8,488	335	447	7,683
Percentage in:												
Teaching	54.8	55.6	50.4	52.7	51.6	55.6	47.5	55.6	55.5	63.9	70.9	54.4
Research/Dvp/Design	24.8	23.4	31.4	23.9	29.7	15.0	33.3	23.1	29.9	28.1	6.7	31.1
Management/Admin	15.6	16.2	13.1	17.4	16.9	19.4	16.5	13.7	12.8	5.4	22.4	12.4
of R&D	4.9	4.8	4.9	7.4	9.3	6.1	10.1	3.3	6.6	4.2	0.9	7.1
of Educ. Prog.	9.4	9.9	7.4	7.9	6.6	8.6	6.4	10.4	5.8	1.2	21.5	5.1
of Other	1.3	1.5	0.8	2.1	1.0	4.7	0.0	0.0	0.1	0.0	0.0	0.1
Consulting/Prof. Svcs.	1.9	1.9	1.7	3.1	1.4	4.9	1.1	4.7	1.2	2.7	0.0	1.2
Writing/Editing	1.3	1.4	1.4	1.1	0.5	1.0	1.0	2.5	0.0	0.0	0.0	0.0
Mktg/Prod/Insp	0.1	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.2	0.0	0.0	0.2
Other	0.7	0.7	0.8	0.7	0.0	1.3	0.6	0.0	0.4	0.0	0.0	0.5
No Report	0.7	0.6	1.2	1.1	0.0	2.7	0.0	0.4	0.2	0.0	0.0	0.2
Humanities												
Academically Empl	52,853	40,247	4,243	1,715	756	674	104	181	1,153	591	93	458
Percentage in:												
Teaching	74.8	75.3	76.2	77.1	92.2	56.5	88.5	84.0	73.6	73.3	51.6	77.9
Research/Dvlp/Design	4.9	4.8	5.4	4.2	1.2	1.0	1.9	1.1	4.4	3.6	1.1	6.3
Management/Admin	11.7	11.3	11.1	10.3	5.0	16.2	5.8	12.7	13.9	13.7	30.1	11.1
of R&D	1.6	1.3	3.7	0.4	0.0	0.9	1.0	0.0	6.6	1.5	28.0	9.0
of Educ. Prog.	8.8	8.7	6.2	9.2	4.9	14.7	4.8	9.4	6.4	11.0	2.2	1.5
of Other	1.3	1.3	1.3	0.6	0.1	0.6	0.0	3.3	0.9	1.2	0.0	1.5
Consulting/Prof. Svcs	0.8	0.9	0.1	2.4	0.3	5.5	1.9	0.0	1.0	0.7	0.0	0.0
Writing/Editing	3.4	3.5	3.0	5.8	0.8	12.9	1.9	2.2	3.5	4.6	7.5	1.3
Mktg/Prod/Insp	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	1.9	2.0	1.3	1.0	0.3	2.2	0.0	0.0	0.0	0.0	0.0	0.0
No Report	2.1	2.2	2.9	2.3	0.3	5.6	0.0	0.0	3.6	4.2	9.7	1.7

SOURCE: 1979 Survey of Doctorate Recipients, printed Betty D. Mayfield. Employment of Minority Ph.D's: Changes Over Time, National Academy of Sciences, 1981.

Throughout this report we have called attention to the importance of examining education data for each individual minority group when policy decisions are at stake. Though the overall figures on minority achievement help educators understand the areas that require their efforts, no one policy can be expected to affect all minority groups in the same way. For instance, we have noted very different patterns of enrollment among blacks, Hispanics, and Asian-Pacific Americans. All of these groups share minority status, and all have had to live with discrimination in the United States, but the results of that discrimination have not been the same in each case. In this section of the report, we will document further differences between the distinct groups and explain why policies should try to take these differential factors into account.

The census categories "Spanish Origin" (Hispanic) and "Asian and Pacific Islander" comprise many different peoples from different countries and cultures. More often than not, a close examination of each line item on the comparatively rare charts that separate the two broad categories will reveal major differences.

The Census Bureau publishes some information disaggregating the Asian and Hispanic populations. "Asian and Pacific Islander" might mean Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other. These populations are very different with respect to socioeconomic background and education status. For example, the median age for a Samoan-American is 19.2 years. The median age for a Japanese-American is 33.5 years. Fully 90 percent of Korean-American males over the age of 25 have graduated from high school, while only 70 percent of Hawaiians and 65.7 percent of Samoans have done so. Besides the educational variables are variables of tenure in the United States. A great many Asian and Pacific Americans are immigrants. The percentage varies dramatically from group to group. Only 10 percent of Guamanians and 28 percent of Japanese Americans are foreign born. On the other hand, 82 percent of Koreans and 90 percent of Vietnamese are foreign born. The foreign-born population brings with it a rich legacy of experience from the countries represented, but it also poses a problem for educators who must contend with language and cultural variables for which they are generally not prepared. We know too little about the nature of these variables. Few reports disaggregate information about the different groups of Asian-Pacific Americans.[14]

"Spanish Origin" is broken down into four categories: Mexican, Puerto Rican, Cuban, and other. With the exception of Cubans, all of these groups are larger than any of the Asian-Pacific groups. As a consequence, disaggregated information on the

Table 19
Tenure Status of Academically Employed Doctorates By Year of Ph.D and Racial/Ethnic Category, 1979

Tenure Status by Year of Ph.D.	Grand Total	Whites		Minorities								
				U.S.-Born					Foreign-Born			
		U.S. Born	Frgn Born	Total	Hisp	Black	Asian	Am In	Total	Hisp	Black	Asian
Science/Engineering												
Total 1960-78 Ph.D.s†	111,202	87,98[illegible]	9,867	2,904	763	1,007	682	452	6,273	291	332	5,627
% Tenured	62.2	61.3	66.5	57.1	58.2	45.1	63.0	73.0	61.8	42.6	52.7	63.6
% Not Tenured-In Track	24.1	25.1	19.1	28.2	28.6	36.8	22.0	17.9	20.9	38.8	44.0	18.3
% Not In Track	13.7	13.5	14.3	14.7	13.2	18.1	15.0	9.1	17.3	18.6	3.3	18.1
Total 1960-69 Ph.D.s	52,044	39,816	5,664	1,153	264	237	417	235	2,958	89	68	2,801
% Tenured	87.6	87.6	86.1	89.9	95.5	82.7	85.9	97.9	87.5	96.6	100.0	86.9
% Not Tenured-In Track	5.1	5.1	5.9	0.0	0.0	0.0	0.0	0.0	4.8	0.0	0.0	5.0
% Not In Track	7.3	7.2	7.9	10.1	4.5	17.3	14.1	2.1	7.7	3.4	0.0	8.1
Total 1970-78 Ph.D.s	59,158	48,165	4,203	1,751	499	770	265	217	3,315	202	264	2,826
% Tenured	39.9	39.6	40.2	35.5	38.5	33.5	27.2	46.1	38.8	18.8	40.5	40.4
% Not Tenured-In Track	40.8	41.6	36.9	46.8	43.7	48.2	56.6	37.3	35.3	55.9	55.3	31.5
% Not In Track	19.3	18.7	23.0	17.6	17.8	18.3	16.2	16.6	25.9	25.2	4.2	28.1
Humanities												
Total 1960-78 Ph.D.s	41,238	32,090	3,294	1,377	631	523	81	142	982	476	83	412
% Tenured	67.9	66.5	70.1	59.8	60.4	60.4	60.5	54.2	63.0	69.7	41.0	61.4
% Not Tenured-In Track	18.8	19.8	17.1	29.4	26.1	32.1	34.6	31.0	22.5	19.5	43.4	21.1
% Not In Track	13.3	13.7	12.9	10.8	13.5	7.5	4.9	14.8	14.5	10.7	15.7	17.5
Total 1960-69 Ph.D.s	16,183	11,961	1,478	431	205	157	33	36	271	142	•	125
% Tenured	92.8	92.6	93.6	90.7	87.3	91.1	100.0	100.0	98.2	96.5	•	100.0
% Not Tenured-In Track	3.3	3.3	4.5	9.3	12.7	8.9	0.0	0.0	1.8	3.5	•	0.0
% Not In Track	3.9	4.0	1.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	•	0.0
Total 1970-78 Ph.D.s	25,055	20,129	1,816	946	426	366	48	106	711	334	80	286
% Tenured	51.8	51.0	50.9	45.7	47.4	47.3	33.3	38.7	49.6	58.4	38.8	44.4
% Not Tenured-In Track	28.9	29.6	27.3	38.6	32.6	42.1	58.3	41.5	30.4	26.3	45.0	30.4
% Not In Track	19.3	19.4	21.8	15.8	20.0	10.7	8.3	19.8	20.0	15.3	16.3	25.2

*Population estimates based on less than 3 respondents have not been reported.
†Totals include only those individuals academically-employed who reported tenure status.

Source: Employment of Minority Ph.D.'s: Changes Over Time by Betty D. Maxfield, National Academy of Sciences, 1981.

Hispanic groups appears more often than disaggregated information on Asians. Like the Asians, the Hispanic groups differ markedly in experience, education, and tenure on the U.S. mainland. A scant 26 percent of the Mexican population is foreign born, compared to 39.4 percent of the "other" category, and 77.9 percent of the Cuban population. Cubans are the oldest Hispanic group, with an average age of 37.5 years. Mexicans are the youngest with an average of 21.8 years, followed closely by Puerto Ricans at an average of 22.3 years. Educational attainment varies from group to group as well. 60.2 percent of "other" Spanish males of 25 years or older have a high school diploma, compared to 57.7 percent of Cubans, 41.3 percent of Puerto Ricans, and 38.9 percent of Mexicans.[15]

These background variables translate into very different educational experiences for Hispanic youth educated in this country. Student self-reported information from High School and Beyond reveals almost a $6000 annual family income differential between Cubans, at $20,197, and Puerto Ricans, at $14,285. Slightly more than 62 percent of Cuban high school students enroll in a college preparatory track, compared to 45.6 percent of Puerto Ricans, and only 34.3 percent of Mexicans (See Table 10 on page 11). Mexican students paid only about one-half of the average annual tuition of any of the other three Hispanic groups. More Cuban students go to college than either Mexicans or Puerto Ricans, and more Cubans apply to college directly from high school than either Mexicans or Puerto Ricans.

The issue of disaggregation is perhaps most dramatic in the case of immigrant and foreign born populations, but there are substantial disparaties between different elements of long-term resident groups as well. Take, for instance, the difference between the educational profiles of black men and women. Black women have gained in terms of both increased enrollments and increased completion rates over the past ten years. They represent a larger share of earned degrees at every level of education except the master's. Black men, in sharp contrast, have suffered declining enrollments and declining degree share at every level. Bachelor's degrees awarded to black men decreased by 4 percent from 1976 to 1981, master's degrees declined by 21 percent, doctorates by 12 percent, and first professional degrees by 10 percent (See Table 20). The *smallest* relative margin of difference between black men and women is 9 percent, at the master's level, where both groups lost ground. At the level of first professional degrees, the percentage distance between black men and black women is 81 percent.

The purpose of comparing the groups is not to instill any sort of competition between them, but to recognize that each group needs different policies. We cannot hope to develop a single policy that will adequately address the needs of a wealthy Cuban child in Miami, and at the same time provide fully for a disadvantaged Puerto Rican in New York. Both students have important needs, and at least one of them will be underserved by a blanket program. Plainly, the effectiveness of the access programs now in effect work differently for different groups. Black men are losing ground, and losing it rapidly. Education policy makers must evolve a response to their pressing need before they slip further from the participation gains of the 1970's.

Educators need to address these differences, and yet we cannot hope to address all of the issues as intelligently as we must without the proper statistics. Not all studies can provide information on every possible group—that would be a financially and logistically impossible task. On the other hand, we should not satisfy ourselves with summary statistics except insofar as we understand that they tend to obscure some of the most tragic problems in American education today.

We need better statistics:

1. To promote the best programs. Formulating and evaluating programs best suited to the needs of a particular area rely upon understanding those needs as precisely as possible.
2. To save money. Collecting the processing statistics requires funds, but ultimately the precise and successful programs generated with better information will pay off in an America that strives to realize the ideals of equity and equal opportunity.
3. We do *not* now have enough facts at hand to learn what happens to minority groups in American education.
4. To alert minorities themselves to the "crisis points," so that their best efforts are directed where the problems are most critical. For example, for years minority educators in four-year schools paid little attention to community colleges. Only in the last few years have they recognized that, if over 50 percent of minority students are in these schools, more time and effort should be dedicated to making

Table 20
Change in Degrees Awarded to Blacks, by Level of Degree and Sex 1976-1981

Degree Level	1976	1981	Percent Change 1976-1981
Bachelor's			
Black Men	25,500	24,500	-4
Black Women	33,500	36,200	+8
Master's			
Black Men	7,800	6,200	-21
Black Women	12,500	11,000	-12
Doctor's			
Black Men	800	700	-12
Black Women	400	600	+50
First Professional			
Black Men	2,000	1,800	-10
Black Women	700	1,200	+71

Note: Numbers are rounded to hundreds; however, percent change was calculated with actual numbers.

SOURCE: Susan T. Hill, "Participation of Black Students in Higher Education: A Statistical Profile from 1970-71 to 1980-81" (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics,1983) p. 15.

them quality institutions with good transfer programs. Through improved articulation between 2-year and 4-year institutions, educators can avoid losing the gains made in the seventies. Similarly, if educators can stress the crisis of the black male, minority organizations may begin to concentrate their efforts on this serious problem.

We are pleased to note that some state agencies are now generating this sort of information. The New York studies cited above form one such example. The states of Maryland and Florida, among others, have initiated unit studies that provide a wealth of information on education policy as it relates to specific students. This office has recommended that such efforts be more widely encouraged and supported by a national research information center that would be responsible for providing technical assistance to state and local agencies.

Conclusion

We reiterate that the largely bleak picture that emerges from this report indicates a need for a recommitment from the President, Congress, state legislators, policymakers, educators, the private sector, and the philanthropic community to the goal of equal opportunity for a quality education for America's minority groups, and the development of specific programs and strategies to attain that goal.

The prospect of a population that may be 35 percent minority by 2020, coupled with the alarming statistics for minority educational attainment, makes it clear that we are headed for a crisis the consequences of which can be devastating to the country's continued prosperity and well-being. Enlightened self-interest, if not a concern for justice and equity, dictates that we must take whatever steps may be necessary to reverse the trends we have highlighted.

Endnotes

1. Reginald Wilson and Sarah Melendez, eds., *The Status of Minorities in Higher Education: 1983,* Office of Minority Concerns (Washington, D.C.: American Council on Education, 1983) ERIC Clearinghouse on Urban Education Reference Number: ED 240 207.

2. Mary Carter Williams, *The Status of Blacks in Higher Education,* unpublished manuscript. Table 190. Institute for the Study of Educational Policy staff computation on Office of Civil Rights Data.

3. Traditionally black institutions suffered a loss of 13,000 black, full-time undergraduate enrollments between 1976 and 1981. See: Susan Hill, *Participation of Black Students in Higher Education: A Statistical Profile from 1970-71 to 1980-81* (Washington, D.C.: National Center for Education Statistics, November 1983); "Traditionally Black Institutions and the Baccalaureate Education of Blacks in the South: A Statistical Overview of Enrollment and Degree Trends from 1970 to 1982," paper presented at the Ninth National Conference of Blacks in Higher Education, March 30, 1984. These reports derive statistics from 102 institutions identified as "traditionally black." Daniel Aldridge identifies a total of 109 institutions as "traditionally black." See *The Aldridge Historically Black College Guide,* (Detroit: The Aldridge Group, 1982).

4. Hill, supra.

5. Reginald Wilson, preface, p. vii, in *Race and Equity in Higher Education,* Reginald Wilson, ed. (Washington, D.C.: American Council on Education, 1982).

6. Susan Hill, "Prominent Institutions in the Graduation of Black Ph.D.'s: 1980-81," unpublished table, 1984. National Center for Education Statistics, Washington, D.C.

7. Susan Hill, "Prominent Institutions in the Graduation of Hispanic Ph.D.'s: 1980-81," unpublished table, 1984. National Center for Education Statistics, Washington, D.C.

8. James E. Blackwell, *Mainstreaming Outsiders: The Production of Black Professionals* (New York: General Hall Publishing Co., 1981).

9. Alexander Astin, *Minorities in American Higher Education* (San Francisco: Jossey-Bass Publishers, 1982) pp. 154-169.

10. David E. Lavin, James Murtha, and Barry Kaufman, "Long-Term Graudation Rates of Students at the City University of New York," March 1984.

11. U.S. Department of Education, Office for Civil Rights, unpublished data on 1982 enrollments.

12. Estela Bensimon, quoted in *Higher Education Daily,* March 19, 1984.

13. Williams, supra.

14. Dan Nakanishi and Martha Hirano-Nakanishi, *The Education of Asian and Pacific Americans* (Phoenix: The Oryx Press, 1983); U.S. Department of Commerce, Bureau of the Census, *General Social and Economic Characteristics: United States Summary,* Document No. PC80-1-C1, p. 16.

15. Bureau of the Census, PC80-1-C1, p. 163.

16. The data on Puerto Ricans present another set of problems. Puerto Ricans are rarely identified as island or mainland residents. Consequently, many of those counted as Puerto Ricans in terms of college enrollments and degrees earned on the mainland are island residents who attend mainland institutions. The private high schools in Puerto Rico send an overwhelming proportion of their graduates to mainland schools. Furthermore, since there are few doctoral programs available on the island, most Puerto Ricans seeking doctorates enroll in mainland universities. This information is important because the Puerto Ricans from the island who attend mainland institutions are members of the middle and upper classes. They are not "minority" group members in the sense that minority implies conditions of low income, low educational attainment, and low status.

As a result, the figures for enrollment and degree attainment at all levels, particularly the doctoral, for Puerto Ricans are inflated by including island residents, notwithstanding their serious underrepresentation. The reality of the participation in higher education for low income Puerto Ricans, those designated as minorities, is less than the statistics appear to show.

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